



Lewisville Elementary

4006 Lewisville High
Richburg, SC 29729

Grades	PK-5 Elementary School	
Enrollment	628 Students	
Principal	Dr. Carl A. Carpenter, II	803-789-5164
Superintendent	Mr. Larry Heath	803-385-6122
Board Chair	Denise Lawson	803-581-6224

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	At-Risk
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

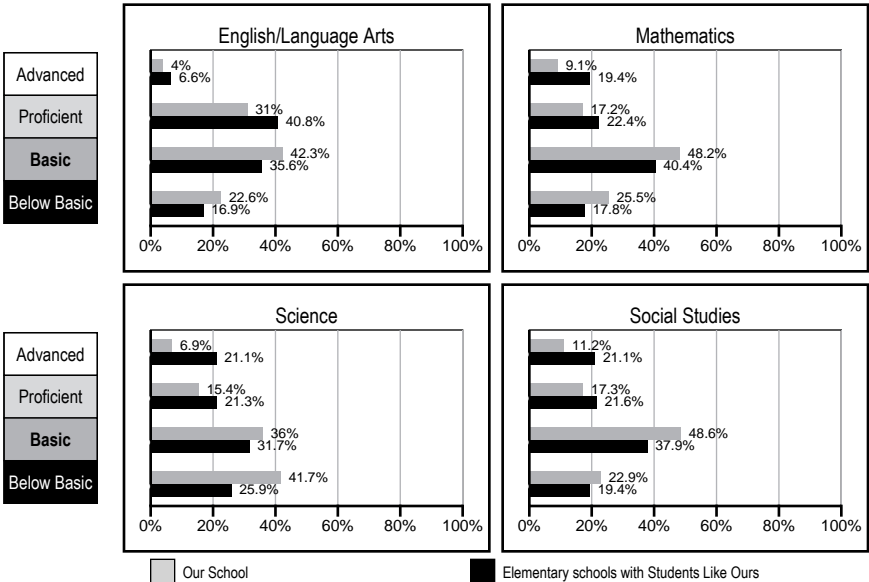
96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	21	62	4	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=628)				
First graders who attended full-day kindergarten	100.0%	Up from 99.1%	100.0%	100.0%
Retention rate	2.2%	Down from 4.1%	2.2%	2.3%
Attendance rate	96.6%	Down from 96.8%	96.3%	96.3%
Eligible for gifted and talented	16.6%	Down from 19.6%	12.1%	10.4%
With disabilities other than speech	7.8%	Up from 5.7%	8.3%	7.5%
Older than usual for grade	0.2%	Down from 0.6%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.2%	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	62.5%	Up from 56.1%	56.0%	56.7%
Continuing contract teachers	82.5%	Up from 70.7%	78.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.7%	Down from 85.8%	87.1%	86.4%
Teacher attendance rate	95.0%	Down from 95.6%	95.3%	94.9%
Average teacher salary	\$44,530	Up 6.0%	\$45,036	\$45,345
Professional development days/teacher	12.2 days	Up from 11.9 days	12.1 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 18.8 to 1	18.8 to 1	18.5 to 1
Prime instructional time	89.8%	Down from 90.5%	90.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,529	Up 5.5%	\$6,566	\$7,052
Percent of expenditures for instruction*	71.7%	Up from 70.2%	68.9%	69.1%
Percent of expenditures for teacher salaries*	68.8%	Up from 67.3%	65.1%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The staff, parents, students and community members of Lewisville Elementary School have worked together this school year to provide an academic environment that is conducive to learning. The vision of Lewisville Elementary School is to become a collaborative learning community that is recognized as a leader in academic excellence throughout the state of South Carolina. In order to achieve this vision, it is essential that we address concerns that may impede the academic and social success of our pupils.

One goal at Lewisville Elementary School this year has been to improve the academic performance of our students. This goal was addressed by implementing the Paths to Achieving Literacy Success (PALS) program in kindergarten and first grade, Headsprout, and the Science Research Associates (SRA) Number Worlds program in the after-school comprehensive remediation program in grades 2 – 5. These programs have made a positive impact on student achievement as evidenced by spring 2008 Measures of Academic Progress (MAP) scores and classroom assessments.

Another goal that was addressed this year involved student character development. Lewisville Elementary School continued a wide variety of programs to improve character development in our students such as: Student of the Month, Perfect Attendance, Honor Roll, Cub Club and the Lion's Club. LES also participated in a number of community service programs that included: Pennies for Patients, LES Student Council Food Drive, Project Cheer and Jump Rope for Heart. In addition, we have continued to implement the objectives of the Heartwood Character Education curriculum with our children.

Lewisville Elementary School participated in a partnership with Winthrop University and the Richard W. Riley College of Education to serve as a training institution for college interns. We worked with several teacher interns throughout the school year to help provide a service to the surrounding educational community. We are proud of this partnership and have plans to continue this program in the future.

Students at Lewisville Elementary have access to a number of activities and programs at school. Students have the opportunity to participate in the Chess Club, Sewing Club, Robotics Club, Dance Club, Energizers Club, pencil store, Wee Deliver mail system, Girls on the Run, WLES morning television show, flag patrol and the Student Council. Moreover, LES has a chorus for fourth and fifth grade students to increase participation in the performing arts.

In the future, Lewisville Elementary will continue to address the need of increasing student achievement scores in science and social studies. Our parents and staff have indicated that this is an area of concern and must be addressed next school year. Hopefully, with the support of instructional technology, parents, and the community we can address identified academic needs to ensure that our students are prepared to meet the challenges of the future.

Dr. Carl A. Carpenter, II, Principal
Melissa Westbrook, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	91	61
Percent satisfied with learning environment	69.7%	77.8%	83.3%
Percent satisfied with social and physical environment	87.9%	63.7%	76.3%
Percent satisfied with school-home relations	93.9%	83.5%	73.8%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 13 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Continuing School Improvement
---------------------------	-------------------------------

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	288	100	22.8	42	30.8	4.3	46	33.7	48.2	Yes	Yes
Gender											
Male	147	100	24.6	48.6	23.9	2.8	37.3	28.6	41.7	N/A	N/A
Female	141	100	20.9	35.1	38.1	6	55.2	39.3	55	N/A	N/A
Racial/Ethnic Group											
White	180	100	18	40.7	35.5	5.8	55.2	42.7	60	Yes	Yes
African American	98	100	33	43.6	21.3	2.1	29.8	24.1	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36	38.4	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	32	100	70	26.7	0	3.3	10	12.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S
Socio-Economic Status											
Subsided meals	144	100	26.7	48.9	20.7	3.7	36.3	25.1	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	288	100	25.7	47.8	17.4	9.1	43.8	33.3	45.8	Yes	Yes
Gender											
Male	147	100	25.4	47.9	17.6	9.2	44.4	33.5	45.6	N/A	N/A
Female	141	100	26.1	47.8	17.2	9	43.3	33.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	180	100	21.5	43	21.5	14	56.4	45.9	59	Yes	Yes
African American	98	100	35.1	54.3	9.6	1.1	21.3	20.3	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24	38.1	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	32	100	66.7	30	3.3	0	10	14.4	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	40	38.7	I/S
Socio-Economic Status											
Subsided meals	144	100	26.7	54.8	14.1	4.4	35.6	23.8	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
--	----------------------------------	----------	---------------	---------	--------------	------------	--------------------------------------	--	-------------------------------------	---------------------------	-----------------------------

Science

All Students	186	100	41.8	35.6	15.3	7.3	22.6	23.3	35.7	96.6	95.4
Gender											
Male	93	100	38.6	37.5	15.9	8	23.9	26.4	37.4	96.6	95.1
Female	93	100	44.9	33.7	14.6	6.7	21.3	19.7	33.8	96.7	95.7
Racial/Ethnic Group											
White	117	100	31.5	38.7	18	11.7	29.7	35.3	49.2	96.4	94.9
African American	63	100	60	30	10	0	10	10.3	17	97.3	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	99.5	95.9
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	23.5	24.9	96	94.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	85.2	92.1
Disability Status											
Disabled	22	100	76.2	19	0	4.8	4.8	13	14	95.8	94.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.4	96.8	96.1
Socio-Economic Status											
Subsided meals	100	100	48.9	33.7	10.9	6.5	17.4	13.5	21.1	96.1	94.9

Social Studies

All Students	188	100	23.2	48.1	17.7	11	28.7	23.9	34	96.6	95.4
Gender											
Male	99	100	25	42.7	22.9	9.4	32.3	26.7	36.6	96.6	95.1
Female	89	100	21.2	54.1	11.8	12.9	24.7	21	31.3	96.7	95.7
Racial/Ethnic Group											
White	117	100	17.9	45.5	22.3	14.3	36.6	33.9	44.5	96.4	94.9
African American	64	100	32.3	54.8	8.1	4.8	12.9	13.3	19.1	97.3	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	99.5	95.9
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	31.8	27.5	96	94.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	85.2	92.1
Disability Status											
Disabled	19	100	72.2	16.7	11.1	0	11.1	15.1	14.4	95.8	94.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.3	96.8	96.1
Socio-Economic Status											
Subsided meals	94	100	24.4	52.2	16.7	6.7	23.3	16.6	21	96.1	94.9

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	80	100	12.7	43	43	1.3	44.3
	4	102	100	19	36	41	4	45
	5	108	100	34	41	24	1	25
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	102	100	12.2	40.8	40.8	6.1	46.9
	4	86	100	25.6	45.1	24.4	4.9	29.3
	5	100	100	31.3	40.6	26	2.1	28.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	80	100	25.3	53.2	11.4	10.1	21.5
	4	102	100	20	36	21	23	44
	5	108	100	16	46	22	16	38
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	102	100	29.6	53.1	12.2	5.1	17.3
	4	86	100	23.2	48.8	18.3	9.8	28
	5	100	100	24	41.7	21.9	12.5	34.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	41	100	39.5	47.4	7.9	5.3	13.2
	4	102	100	37.4	28.3	20.2	14.1	34.3
	5	53	100	45.8	33.3	14.6	6.3	20.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	50	100	44.7	29.8	21.3	4.3	25.5
	4	86	100	36.6	41.5	13.4	8.5	22
	5	50	100	47.9	31.3	12.5	8.3	20.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	41	100	10.3	46.2	30.8	12.8	43.6
	4	102	100	20.2	40.4	28.3	11.1	39.4
	5	55	100	36.5	38.5	21.2	3.8	25
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	52	100	17.6	56.9	15.7	9.8	25.5
	4	86	100	19.5	50	22	8.5	30.5
	5	50	100	35.4	35.4	12.5	16.7	29.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample